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ABSTRACT

Seven recommendations are made by the California Art Education Association (CAEA) for a high quality middle school visual arts program for all students in California's middle schools. The seven recommendations are: (1) a sequential middle school visual arts curriculum should be developed by art educators and focus on art as a discipline requiring the rigorous study of specific concepts, knowledge, and skills; (2) a comprehensive middle school visual arts program should be provided for all students based on a written curriculum that is sensitive to student and community needs; (3) assessment should be based on a variety of performance assessments related to the curriculum and use of portfolios; (4) an equitable and continuous source of revenue should be established and maintained by the individual school and the school district; (5) professional development should be required for the success of a visual arts program; (6) visual arts programs should use a wide range of instructional, personnel, and community resources; and (7) visual art teachers should be fully qualified and have a credential. The document concludes with a list of resources including state-adopted textbooks for grades 7-8, and sample lessons outlining scope, sequence, and achievement expectations recommended by the California Art Education Association for grades 6-8. (KM)

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ART IN THE MIDDLE

A POSITION PAPER ON MIDDLE SCHOOL VISUAL ARTS EDUCATION

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ART IN THE MIDDLE

A POSITION PAPER ON
MIDDLE SCHOOL
VISUAL ARTS
EDUCATION

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FOREWORD

The mission of visual arts educators in California is to provide all students with learning opportunities that promote personal expression and the acquisition of knowledge and skills in the visual arts. Participation in the visual arts offers unique situations in which students may develop and demonstrate cognitive and affective skills; critical modes of thought, cultural values, and beliefs; and comprehension of self and others. The study of historical and contemporary art and the creation of art profess values inherent in a democracy: appreciating diversity, making informed decisions, and being able to express individual vision. Aesthetic awareness is intrinsic to art education and needs to be developed, nurtured, and encouraged in all students so that the quality of both their personal and community life is enhanced.

The California Art Education Association is committed to strengthening visual arts education in all grades for all students. The following Position and Recommendations are part of that commitment and describe essential requirements for effective visual arts education in the middle grades.

Jean Neelen-Siegel, President, 1989–1991

The document was edited for publication by Faye Ong working in cooperation with Patty Taylor. The artwork was taken from a block print by Valerie Fremer, who is in the seventh grade at Terra Cotta Middle School, Lake Elsinore Unified School District. Her art teacher is Nancy Andrzejczak.

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Art in the Middle: A Position Paper on Middle School Education in the Visual Arts was a project of the California Art Education Association Curriculum Committee, 1989-1991. The committee developed an outline for the document. Marlowe Boyd was selected as the principal writer and worked with Patty Taylor, CAEA Curriculum Chair, to develop the document. It was reviewed and endorsed by CAEA members throughout the state. The CAEA gratefully acknowledges the work of Marlowe Boyd, Patty Taylor and the following contributors and reviewers:

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INTRODUCTION

What is it about the visual arts that students remember long after facts from many other subjects disappear from memory? Students return years later to tell their art teacher: "I still have that clay sculpture I made in eighth grade." "What I learned in my art classes applies to other things I do in my life." "Because of that commercial art project we did in eighth grade I started thinking about graphic arts as a career."

Why are visual arts experiences so meaningful? What are the components and strategies of an art program that engages students in thinking and learning? Why is visual art an essential part of the complete middle school curriculum? The following remarks were collected from several middle school students and written as a narrative to give insights into the answers to these questions. It serves as an introduction to the Position and Recommendations in this paper by describing an exemplary middle school visual arts program.

My name is Jessica and I am in the eighth grade. Last year I took Beginning Art; all students take it for a semester. I discovered how much I like art and how much there is to learn. Our teacher demonstrated how to draw and paint and told us about art classes he took in college and exhibits of his work in galleries and art shows. He showed us many different works of art by famous artists on laser discs, slides, prints, and videos. He visited our history class and told us about the artwork of the culture we were studying. We learned how art is an important record of what people were like hundreds of years ago. When I looked at the artwork of ancient civilizations, I could see how different their lives were from mine, yet I could see some similarities too.

In our art journal, we wrote down our observations and feelings about the art that we looked at and created. We kept everything we did in a folder called a portfolio. If it was too big, the teacher took slides. At first it was hard to write and talk about my work; I didn't know what to say. With the help of my teacher and other students I began to understand more about what I was doing and what I wanted to do. My work got better and the other kids really liked it. One of my paintings was picked to hang in an exhibit in the main office. We framed it with a mat and I was surprised how good it looked, and how good I felt. It was exciting to have my work on exhibit.

This year I took Advanced Art as an elective. My friend Jeff goes to another middle school that's on a year-round schedule. He also has an

art class, but they don't meet every day like we do. Their class is every other day, but it lasts a whole hour. I'd like that; art always goes by so fast. I have the same art teacher as last year, but there's lots more to learn and do. We use the words we learned last year, like perspective, proportion, composition, and rhythm to describe the artwork we're working on or studying. It's interesting how so many of these words have other meanings, and I hear them in other classes.

We help each other with ideas and suggestions, and we meet with our teacher to discuss and evaluate our work. When we think we're finished, he asks us to review our original problem or assignment and explain how we dealt with it. Often, after this review, which we call a critique, I discover things I can add or change.

There is a display in our room called "Artist of the Month." We learn about artists throughout the world and their style of work; sometimes we create art using the same style or technique. We help our teacher make videos about these artists and other teachers may borrow them to use in their classes. It is a good way to learn about art history.

We've gone on two field trips this year. One was to an exhibit of early American art at our local museum. We selected three pictures that we saw and wrote about them in our journals. The other field trip was to a graphic art company that designs billboards. It was really interesting to see all the different kinds of art that go into one giant ad.

We have opportunities to enter a variety of art contests. Some are local, like our design-an-ad contest for our town newspaper. Some are state or national, like the Federal Duck Stamp Contest and the Scholastic Teenage Art Contest. We also have exhibits at school, and each year the student body donates money to buy student artwork for our permanent gallery collection. This work is on display all around the school.

Some of the different things we learn to do are animation with flip books and the camcorder, life masks made out of plaster bandage material, different kinds of printmaking, clay sculptures, dyeing and painting on shirts and cloth, and lots of drawing and painting that includes learning about the art elements and the principles of art. Our teacher invites artists to come and talk to our class. Some are former students. They show us their work, demonstrate techniques, and tell us about careers in art and how they got started.

Art has made a big difference in my life. It is fun and gives me a way to express myself, my feelings, and my imagination. It takes a lot of thinking, and I really have to concentrate, practice my skills, and plan ahead. I have a great sense of accomplishment when I create something unique. I also feel more confident about my ability to do other class work. I see how many subjects are connected through art. It gives me something to look forward to each day.

The students interviewed for this narrative found that the visual arts provided them with another language in which to communicate, "a way to express myself." Literacy in the visual arts is beneficial, rewarding, and

essential for success in the visually oriented world in which we live. On the topic of literacy, Elliot W. Eisner, Professor of Education and Art says, "The poet, the painter, the composer, the playwright, as well as the physicist, the chemist, the botanist, the astronomer have something to teach us." He conceptualizes literacy as ". . . the ability to encode or decode meaning in any of the forms used in the culture to represent meaning." Eisner says, "There are some meanings that can be grasped through visual form that cannot be described in language or in quantitative form."

Charles Fowler, a writer and consultant in the arts, says the symbol systems of the arts help us react to the world by analyzing it and recording our impressions. He states that the arts provide students with " . . .the breadth of symbolic tools they need to fully represent, express and communicate the full spectrum of human life" and the arts ". . . give concrete representation to impressions that might otherwise remain vague and incommunicable. Susanne Langer, the late American philosopher of the arts, called this process the 'objectification of subjective life'."

Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, says, "Art is humanity's most essential, most universal language. It is not a frill, but a necessary part of communication." Middle school programs must not neglect the language of the visual arts. Our students need to be ready for what John Naisbitt and Patricia Aburdene call, in *Megatrends 2000*, the "Renaissance in the Arts."

We do not need more and better arts education to develop more and better artists. We need more and better arts education to produce better educated human beings, citizens who will value and evolve a worthy American civilization.

THE POSITION OF THE CAEA

The California Art Education Association endorses the California Department of Education recommendation of a one-year requirement in visual arts for all middle school students as stated in the *Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve* (page 109):

> *Require one year of art for all junior high school students and offer differentiated scheduling patterns that are suited to various types of art programs and various groups of students.*

This position paper makes seven recommendations for a high quality middle school visual arts program for all students, a program that forms a tapestry of knowledge, inspiration, and beauty woven across the total school curriculum. The program may take one of a variety of forms such as a semester required basic course for all students and a team-taught course that correlates visual arts with the other arts and humanities, or basic art classes that spiral into more specialized art courses.

The visual and performing arts are identified in *Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools* (published by the California Department of Education) as "an integral part of the core curriculum" (page 2). It recommends that each student spend 125 minutes per week studying the arts. The time is an average derived from the three middle school years and may vary from one grade level to another. An additional 175 minutes per week are recommended for elective / exploratory courses which could also include art. On a scheduling chart in *Caught in the Middle,* the visual and performing arts are placed under the heading "Elective / Exploratory" along with foreign language and practical arts. While educators may interpret the chart as a reduction of time for the arts, the recommendation clearly states that the arts are a part of every student's program.

Caught in the Middle also states that the non-verbal expression offered in the arts is a significant part of the development of critical thinking and communicating skills. The arts address questions of truth, beauty, goodness, and reality, which relate to the ethical and moral struggles of young adolescents. *Caught in the Middle* speaks about the importance of connecting the arts and other subject areas to a common body of knowledge that students perceive as vital to their future success.

An exemplary middle school art program includes a regularly scheduled, sequential visual arts curriculum that expands in content as students progress through the middle grades. Taught within the context of creating art, such a program provides instruction in appreciating art, learning the history of art from a multicultural perspective, and evaluating art. The program integrates the other arts (dance, drama/theatre, music) with the visual arts as appropriate, and correlates the visual arts with the teaching of other subjects such as history–social science, English–language arts, and science.

Classes in the visual arts meet the challenging characteristics of middle school students who experience physiological and emotional changes during these years. Visual arts classes provide students with an appropriate avenue for expressing their strong emotions, feelings, and reactions, and offer a channel for positive self-expression and experimentation. Instruction in the visual arts provides active learning with hands-on experiences and provides students with opportunities for interaction with their peers during learning activities, all of which are essential for students of this age.

The diverse student population of California schools has varying educational needs, some of which are met in visual arts classes. Accommodating the needs of a wide variety of abilities and behavior extremes within the boundaries of a mixed class of sixth, seventh and eighth grade students is a common practice in art classes. Limited and non-English speaking pupils as well as students with physical handicaps are often mainstreamed into art because they can communicate through the universal language of the visual image. Gifted students have an opportunity to relate visual and verbal skills. Visual arts instruction is wonderfully adaptable to the challenges inherent in the middle school educational process.

A majority of students will have their first formal exposure to art during these middle school years while others in the same class may have had sequential art instruction since kindergarten. High school opportunities may be limited to a single year of a visual or performing art to meet the graduation requirement, or students may take a foreign language instead of an arts course. The middle school years may be the only opportunity for rich and challenging experiences in visual arts.

VISUAL ARTS EDUCATION RECOMMENDATIONS

Recommendation for Curriculum Development

The sequential middle school visual arts curriculum should be developed by art educators and focus on art as a discipline requiring the rigorous study of specific concepts, knowledge, and skills.

The CAEA concurs with the four components for arts education established in the *Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve.*

Thinking skills should be taught within the context of the curriculum in each of the four arts components as students define and clarify problems, judge related information, solve problems, revise outcomes, and draw conclusions.

The following content and student outcomes may be used as a guide when developing or evaluating a middle school visual arts program. Units and lessons taught in the middle grades will vary with the needs of the students, teacher, and school community. For a more specific description of the visual arts curriculum at grades six, seven, and eight and for achievement expectations at those grade levels, see Appendix B, California Art Education Association *Scope and Sequence for Art Education (Grades 6–8).* The scope and sequence provides an example that districts may choose to adapt to their own student population. Included in the Resources section of this document is a list of the middle grades state-adopted textbooks that provide valuable support for the development of district curriculum.

Visual arts curriculum and instruction in the middle grades should include the following content for all students:

Aesthetic Perception

Middle school students develop heightened perceptual awareness of aesthetic qualities in their environment and in major works of art. They discover that much of what they admire in style and taste in their personal lives is directly related to art. Students:

- Develop observation skills to heighten perceptual abilities and knowledge of the natural and human-made environment.
- Become more perceptive and discerning as observers and as consumers.

Creative Expression

Middle school students learn, practice, and apply visual arts concepts and skills in order to express themselves, their ideas, thoughts, feelings, and imagination. Many students discover feelings of accomplishment and achievement through self-expression. The basic artistic techniques and skills they learn will be applied and amplified throughout their lives and, to some degree, in any career they pursue. Students:

- Apply the elements of art and the principles of composition to making, analyzing, and judging works of art.
- Learn the concepts and skills needed for translating ideas, thoughts, and feelings into the creation of two- and three-dimensional artwork in areas such as drawing, painting, design, printmaking, ceramics, and sculpture.
- Explore the creative process through visual expression.
- Apply what is learned about the proper and safe use of art materials and equipment.

Visual Arts Heritage

Middle school students study a variety of artwork from many cultures and time periods. They come to understand the role of art in world history and the contributions of their own art heritage to American culture and society; they gain an appreciation of the cultural and aesthetic values of those who are different from themselves. Students:

- Study, research, and analyze the historical and cultural contributions of the visual arts from different parts of the world.
- Recognize the connection between art history and their studies in history–social science.
- Become aware of their responsibilities as caretakers and preservers of art treasures from the past and present.

Artistic Valuing: Analysis, Interpretation, and Judgment

Middle school students establish and use objective criteria to analyze, judge, and interpret works of art. They learn how to apply these standards to improve the quality of their own works of art, their personal lives, and the aesthetic environment of their community. Students:

- Develop skills for making aesthetic judgments and for applying and defending those judgments.
- Keep portfolios of their work so they can observe and evaluate their artistic growth and development over time.

Recommendation for Program Development

A comprehensive middle school visual arts program is provided for all students and is based on a written curriculum that is sensitive to student and community needs.

The California Department of Education document, *Quality Criteria for Middle Grades*, contains goals and objectives for a visual arts program that aligns with the state framework. It says, "The visual arts curriculum will

enable all middle grade students to acquire knowledge, develop skills, expand their creative potential, and begin a lifelong involvement in and appreciation of the arts."

A quality middle school visual arts program is a focal point of school culture and connects to the home and the community. The program includes for every student:

- Instruction from a qualified teacher of the visual arts
- Instruction based on a written sequential curriculum articulated throughout grade levels K-12 that includes the four arts education components
- Curriculum that relates the visual arts to other subjects and demonstrates the application of art to daily life and possible careers
- Assessment that provides evidence of student growth and is an integral part of the curriculum
- Participation in art activities and exhibits that involve the school community and make use of resources in the community and beyond
- Ample materials, equipment, facilities, time, textbooks, and technology to create and study the visual arts

Recommendation for Student Assessment

The assessment of the visual arts program and individual student assessment is based on a variety of performance assessments related to the curriculum and uses portfolios.

Good assessment reflects and supports good instruction. Different forms of assessment include, for example, open-ended problems, enhanced multiple-choice questions, written responses, performance tasks, and portfolios. Assessment portfolios include student work, from first ideas and sketches to completed artwork plus journals and sketchbooks. Portfolio evaluation is a vital part of aesthetic perception, the creative process, criticism, aesthetic valuing, and writing across the curriculum.

Recommendation for Funding

An equitable and continuous source of revenue must be established and maintained by the individual school and the school district.

Art programs are in jeopardy without adequate funding. A budget for the visual arts program should be included in the school site budget and is the responsibility of the school and district. Many schools qualify for federal funding, which may be a source of additional revenue for program enhancement. Special grants and pilot projects also exist and should be investigated. Sources for such grants may include schools and districts; arts providers; state, county, and city arts councils; community organizations; and business and industry.

Recommendation for Professional Development

Comprehensive, ongoing professional development in visual arts content, techniques, and instructional strategies is essential to the success of a visual arts program.

Visual arts educators, like all teachers, need to be aware of the latest information about their subject. Professional development can be as simple as regularly scheduled department meetings or as complex as a networking partnership with the art education department of a CSU or UC campus. SB 1882 established regional consortia to identify needs and assist with program development. The ten County Office of Education Service Regions offer professional development opportunities. In-service and staff development training is usually available within the district or offered by the county office of education. The California Arts Project provides professional development to strengthen teachers' subject-matter knowledge and enhance instructional strategies in dance, drama/theater, music and the visual arts. The CAEA presents professional development workshops at their state and regional conferences. The Getty Center for Education in the Arts and the National Art Education Association provide documents and resource materials about art education and sponsor conferences and workshops. Art museums provide workshops and materials for teachers.

Recommendation for the Use of Resources, Artists, and the Community

Visual arts programs use a wide range of instructional, personnel, and community resources.

Nothing promotes an energetic response more than special activities such as field trips to galleries, museums, and working artists' studios. Former students who have careers allied with the arts can come to the classroom and share their experiences. An artist-in-residence or visiting artist may demonstrate or teach various media and techniques. Community officials can explain the role of art in public places. The ethnic diversity of the neighborhood and the school can be explored through sponsoring multicultural arts festivals. Contests and exhibitions can be sponsored by the school, local businesses, or regional government. A school can provide an art gallery or museum and form an extracurricular art club. Art students can work on the year book or draw cartoons for the school newspaper. Middle school students thrive on involvement and recognition by their peers, teachers, parents, and the community.

Recommendation on Teacher Qualifications

Visual arts teachers must be fully qualified and have a credential.

Visual arts teachers should possess a degree in art or art education. Art teachers must continue to expand and increase their awareness and skills through ongoing participation in professional development, conferences, college courses and museum workshops. They can share their knowledge by networking with their fellow staff members, administrators and other district personnel, community and parent groups, and local artists.

SUMMARY

The California Art Education Association supports the establishment of a comprehensive middle school visual arts education for each student in every middle school in California. This position aligns with the State Board of Education Policy on Arts Education adopted in 1989 (Appendix A), and the following California Department of Education documents: *Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, Quality Criteria for Middle Grades,* and *Caught in the Middle.*

Schools must provide time and resources for a visual arts program that reflects the recommendations presented here so that each student will begin to form a vision of the future, which includes knowledge, information, and technology balanced with the creation and appreciation of beauty and the responsibility for its preservation. Charles Fowler says, "Quite simply, the arts are the ways we human beings 'talk' to ourselves and to each other. They are the languages of civilization through which we express our fears, our anxieties, our curiosities, our hungers, our discoveries, our hopes. They are symbol systems that enable us to express our need for understanding, love, order, beauty, safety, respite, and longevity. They are the means we have invented to listen to our dreams, filling our space and time with what our imagination and feelings tell us. They are the universal way by which we still play make-believe, conjuring up worlds that explain the ceremonies of our lives. They are the imprints we make that tell us who we are, that we belong, and that we count."

RESOURCES

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Toward Civilization: A Report on Arts Education. Washington, D.C.: The National Endowment for the Arts, 1988.

Why We Need the Arts: 8 Quotable Speeches by Leaders in Education, Government, Business and the Arts. New York: American Council for the Arts, 1989.

Documents

Information for planning arts programs and arts courses is available from the California Department of Education, Bureau of Publications, P.O. Box 271, Sacramento, CA 95802-0271, telephone (916) 445-1260. For California residents, please add sales tax to the price indicated.

Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, 1989. ($6.00)

Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools, 1987. ($5.00)

Program Quality Review for Middle Schools, 1989. ($4.50)

Strengthening the Arts in California Schools: A Design for the Future, 1990 ($4.50)

The California State Board of Education Policy on Arts Education, 1989. Available from the History-Social Science and Visual and Performing Arts Unit listed below.

The Handbook for Planning a Visual and Performing Arts Program, 1990. This document is available from the Tulare County Department of Education, County Civic Center, Visalia, CA 93291, telephone (209) 733-6326. ($6.00)

Technology in the Curriculum, Visual and Performing Arts Resource Guide, 1987. (30.00)

Curriculum frameworks for History–Social Science, English–Language Arts, Foreign Language, Mathematics, and Science are also available for assistance in planning correlated units and lessons.

State-adopted Textbooks, Grades 7–8

Art in Action , Holt, Rinehart & Winston, Inc.

Art in Your Visual Environment, Davis Publications, Inc.

Art in Your World, Davis Publications, Inc.

Art Talk, Glenco Publishing Co.

Understanding and Creating Art , West Publishing Co.,

The Way of Art, W.S. Benson & Co., Inc.

Organizations

The California Art Education Association, 1217 Linda Vista Avenue, Pasadena, CA 91103.

The National Art Education Association, 1916 Association Drive, Reston, VA, 22091-1590.

The California Arts Project, Marin County Office of Education, P.O. Box 4925, San Rafael, CA 94913.

The California Department of Education History-Social Science and Visual and Performing Arts Unit, 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244-2720, telephone (916) 322-3064.

The National Arts Education Research Center, New York University, 26 Washington Place, Room 21, New York, NY, 10003.

It shall be the policy of the State Board of Education that

Arts education, which includes dance, drama/theatre, music and visual arts is an integral part of basic education for all students kindergarten through grade twelve;

Districts should develop a policy, allocate resources, and carry out a plan to provide a high quality comprehensive arts education program for all students, based on the adopted visual and performing arts curriculum resource documents.

In support of this policy, the California State Board of Education urges the implementation of the remaining recommendations in Strengthening the Arts in California Schools: A Design for the Future.

Adopted July 1989

APPENDIX B

California Art Education Association Scope and Sequence (Grades 6–8)

Grade Six Theme: Art's Impact on the World

Sixth grade students should develop increased awareness of art, not only as an expression of environment and of personal and cultural values, but as a major force in shaping opinion, as a viable career, and as an influence in the quality of life in the immediate and broader community.

Artists enrich the world they live in. How do their artistic statements fulfill man's needs? How have artists enriched and expressed the world in the past? Great Artists: Who are they? Why are they considered "great?" How have artists expressed their ideas of their world? Of their time? How have they expressed their personal view of the world? What impact have they had? how have artists, past and present, influenced the quality of life?

The student may conclude, "Each person, whether a professional artist or not, helps shape the world through aesthetic choices, through statements of opinion and through the values which she/he places on art as a part of culture." "ART IS A WAY OF LIFE."

AESTHETIC PERCEPTION

Through OBSERVATION, DISCUSSION, ANALYSIS and RECALL, the learner will CONSCIOUSLY RESPOND by making increasingly FINE DISTINCTIONS to SUBTLETIES in

LINE - lines grouped to create shapes and patterns; dynamic/static (line qualities)
SHAPE/FORM — proportion, shape abstraction and distortion
TEXTURE - texture as a major element in a work of art
COLOR - matching hue intensity; neutrals: black, white, gray, brown; emotional impact of colors
VALUE - emotional impact of darkening and lightening colors through the addition of black, white, and gray
SPACE - converging lines create the illusion of depth; point of view (above, below, inside, outside, in front of, behind)
BALANCE - found in works of well-known artists
UNITY - composition (internal implied shapes); groupings (of lines, shapes/forms, textures, colors, values, spaces)
EMPHASIS - created through contrasting visual elements (varying lines, shapes/forms, texture, color, value, space)
RHYTHM - counterpoint - two opposing rhythms, implied movement

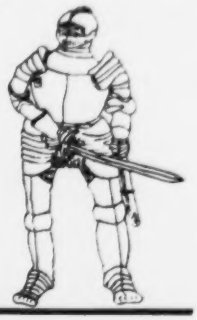
After studying collages made by Braque and Picasso, gather patterned and textured papers and cloth and make an original collage. Give the collage a title as artists often do.

CREATIVE EXPRESSION

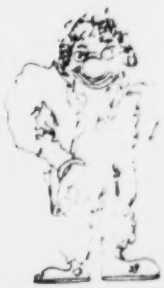
EXPRESSIVE SKILLS should be firmly established in Drawing, Painting, Printmaking, 3-D Design, Mixed Media, Crafts

CREATE WORKS reflecting growing abilities to
ORGANIZE AND COMPOSE elements in pictures, sculptures, crafts
RELATE materials to FORM, recognizing both the possibilities and limitations of the media used in personal expression
USE and CONTROL similated and actual TEXTURES in personal art work
USE PERSPECTIVE effectively in drawings and paintings.
Media skills -- Emphasis on REFINING - all media, drawing, painting, graphics, 3-D design and crafts
INTRODUCE - communications media, film/video, graphics, super graphics and murals, lettering, coil pottery, melted crayon painting, block printing, rug hooking, loom weaving, basketry, marionettes, simple jewelry, silk screen printing, mosaics, bookbinding, applique
CONTINUE -- tempera and watercolor paint techniques, paper techniques (cut, torn, folded, incised), clay (additive, subtractive, incised, embossed), stitchery, tie-dye, stencils, printing on paper and textiles
RE-EMPHASIZE -- simple weaving techniques, charcoal, watercolor, batik, monoprints, refined painting techniques, carving, mixed media.

Divide into teams of 4 or 5 students. In 5 minutes each team will try to compile the longest list of a) techniques of tools of art, or b) famous artists, or c) careers requiring art, etc. Challenge and justify inclusions.



ART HERITAGE (historical/cultural)



Through REGULAR EXPOSURE to ART FORMS accompanied by THOUGHTFUL VIEWING and DISCUSSION, the learner will
IDENTIFY at least three or more MAJOR CULTURES by representative art objects
PLACE MODERN AND ANCIENT architectural forms and representative art objects according to a time line
DISCUSS DIFFERENT PURPOSES of ART, such as a) to comment upon social practices, b) to celebrate ritual, c) to provide opportunities for aesthetic experience, d) to convey man's personal images, e) to express beliefs and values, or f) to make ideas more understandable

VALUE CONCEPT: Artists are innovators and discoverers who use their experiences, perceptions and ideas to express and influence civilization and culture.

IDENTIFY sources of and be able to use resource materials on art history and appreciation, including periodicals, films and prints
BE INTRODUCED to FAMOUS ARTISTS: Paul Cezanne, Marc Chagall, Salvador Dali, Leonardo da Vinci, William De Kooning, Francisco Goya, Jasper Johns, Ellsworth Kelly, Roy Lichtenstein, Edouard Manet, Henri Matisse, Michaelangelo, John Miro, Piet Mondrian, Claude Monet, Georgia O'Keeffe, Jose Orozco, Pablo Picasso, Auguste Renoir, Auguste Rodin, Georges Rousult, Mark Rothko, Henri Rousseau, Vincent Van Gogh, Charles White, Andrew Wyeth

AESTHETIC VALUING

Through THOUGHTFUL PRACTICE of JUDGMENT, the learner will:
PERCEIVE AND DESCRIBE VISUAL FORMS in terms of both expression and structure
IDENTIFY ways the material or MEDIA DETERMINES THE STRUCTURE of the art
Develop SKILLS OF CONSTRUCTIVE CRITICISM
Become more AWARE of MAJOR CAREERS related to art (architects, graphic artists, media artists, commercial designers, etc)
RECOGNIZE that ENVIRONMENT REFLECTS ART. Lives can be changed by improving our environment.

Have a "Yellow Day," and cover the bulletin boards with all varieties of yellow papers and objects contributed by students. Look at and paint yellow pictures, write yellow poems, etc. Or choose another primary or secondary color. Note the mood of the students that results, discuss how color can influence our actions.

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Achievement Expectations – Completion of Grade Six

AESTHETIC PERCEPTION

By the end of the sixth grade, a student should be able to:

- Describe through verbal and nonverbal techniques the ability to visually recall selected objects and areas in the environment;
- Identify and describe the elements of art (line, shape/form, texture, color, value, space) in art, nature, and the man-made world;
- Identify art principles (balance, unity, emphasis, rhythm) in art and nature as well as objects and environments in the man-made world;
- Demonstrate ability to distinguish relationships in the elements of design (line, shape/form, texture, color, value and space). For example
  - organize visual and tactile textures, from subtle to more obvious;
  - perceive values in colors and create shades and tints;
  - describe space according to point of view (above/below, inside/outside);
  - use a variety of lines grouped in various ways to create patterns;
  - distinguish between geometric and freeform shapes and forms;
  - organize colors, and identify color relationships according to their presence on the color wheel.

CREATIVE EXPRESSION

By the end of the sixth grade, a student should be able to:

- Originate works of art which show conscious and refined use of the elements of design (line, shape/form, texture, color, value and space);
- Translate visual information into a recognizable form by using people, landscapes, natural and man-made still life arrangement);
- Compose two- and three-dimensional art work which demonstrates effective use of the principles of design (balance, unity, emphasis, rhythm);
- Demonstrate increased skill in use of the following: brushes and paint, scissors, paper, building and constructing materials, clay, sculpture materials, fibers, printing materials, and various types of drawing tools;
- Show increased ability to depict basic perceptions of such things as shadow and light sources, perspective, human proportions, color variations;
- Create two- and three-dimensional art works which reflect increased understanding and skill in conveying personal ideas and feelings;
- Show originality and creativity in art work that is free both from stereotypes and from copying others.

ART HERITAGE (historical/cultural)

By the end of the sixth grade, a student should be able to:

- Respond to various art forms in terms of the intent of the artist;
- Give specific examples of the many ways that people living today and in the past use art to **express** (ideas, emotions), **celebrate** (events), **embellish** (everyday items), **enrich** (personal life), and **intensify** (spiritual beliefs), the human experience;
- Use mood and feeling of past art forms in personal art work;
- Identify the work and style characteristics of selected representative artists, past and present;
- Differentiate among the art of several cultures and periods, past and present;
- Make effective use of libraries and museums as resources for art history.

AESTHETIC VALUING

By the end of the sixth grade, a student should be able to:

- Explain how the elements of design are used in order to create an effective composition;
- Compare similarities and differences of various styles of art depicting similar subjects or themes (such as portraits, landscapes, still lifes, city scenes);
- Recognize and differentiate between various forms of art: painting, drawing, collage, printmaking, illustration, cartooning, advertising, calligraphy, textile design, mosaics, ceramics, sculpture, construction, architecture, environmental design, industrial design, photography, video and filmmaking;
- Recognize a variety of art media such as: tempera, watercolor, oil and/or acrylic paint, crayon, fibers, printing inks, clay, various drawing tools and materials;
- Recognize and describe how quality of design affects function of products and environment;
- Demonstrate an expanding vocabulary of art terms and understanding of art concepts;
- Show developing skills of constructive criticism and evaluate the contributions of artists to the world around them;
- Discuss and judge the aesthetic quality of the community and the environment;
- Using selected works of art, explain how an emotional response is evoked in the viewer, while a feeling of order and arrangement is retained.

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Grades Seven and Eight

Students at this level often have their final formal contact with art education, formulating impressions about art which carry over into adult life. They require bases which enable them to see the purposes of art as a part of their personal lives. Through their often intense interest in personal creative expression, they seek to know how art is created by others as well as who those artists are. The student may ask, "What does art have to do with my future?" "What can I do with art?" "What opportunities are there to develop my interests and talents?" "What are practical aspects of art?" As a capstone to art experience in the primary and intermediate grades, instruction at the seventh/eighth grade levels helps the student view art as an important component of life.

AESTHETIC PERCEPTION

The learner will DEMONSTRATE skills of OBSERVATION, with an ALERT EYE to visual qualities and SUBTLETIES and TRANSLATE HEIGHTENED PERCEPTUAL SKILLS INTO EXPRESSIVE WORK.
ELEMENTS OF ART (tools of the artist)
LINE - 2- and 3-dimensional, including: Variations - bold, thin, textured, jagged, straight, curved, etc. Expressive and emotional qualities - heavy, airy, lyrical, dejected, rhythmical, harmonious, etc.
FORM/SHAPE - 2- and 3-dimensional, including: Structure - geometric and freeform, size, proportion. Relationships of objects to reality, to environment and to function. Importance vs. insignificance. Focal point vs. supporting areas. Mass vs. particles.
SPACE - 2- and 3-dimensional, including: Personal space, the area within which we move. Observed points of view - above/below, inside/outside. Expressive quality of space as a result of the arrangement of art elements.
COLOR AND VALUE, including: Qualities of hue, value, intensity. Expressive and emotional attributes (mood and symbolism) warm, cool, happy, sad, etc.
TEXTURE-visual and tactile, including: Qualities, i.e., rough, smooth, slick, shiny, soft, bumpy, hard, etc. Expressive and emotional attributes to include natural and man-made patterns and surface decoration.
PRINCIPLES OF ART - ways in which art elements are used in composing art.
RHYTHM - Visual repetition, i.e., measured, random, grouped, implied. Expressive quality, i.e., subtle or obvious, exciting or peaceful, fast or slow.
BALANCE (through visual weight) - Symmetrical or formal balance. Radial balance from center point.
VARIETY - Contrast, i.e., subtle, strong. Control, i.e., confusion, unity.
UNITY - Harmony of design achieved by placement of: Repetitive forms, groupings, overlappings, negative spaces.
EMPHASIS - Areas of activity from most prominent to subordinate, based on contrast. Light with dark. Large with small. Bright with dull. Rough with smooth. Wiggly with straight. Wide with narrow.
MOVEMENT - Achieved through thoughtful arrangement of art elements. Definite, implied (as one's eyes connect stars in the sky to find a constellation).

Learners will FEEL SECURE in working in SEVERAL ART FORMS and show BASIC COMPETENCY to express themselves CREATIVELY.

CREATIVE EXPRESSION

DRAWING
- Illustration
- Perspective
- Figure rendering

PAINTING
- Watercolors
- Tempera
- Acrylics

PRINTMAKING
- Woodcuts
- Linoleum
- Etching
- Silk screen

CERAMICS/SCULPTURE
- Modeling
- Carving
- Constructing
- Forming -thrown, coil, slab

3-D DESIGN & CRAFTS
- Macrame
- Kinetic forms
- Puppetry
- Batik
- Tie-dye
- Weaving
- Stitchery

MIXED MEDIA
- Collage
- Applique

Select a painting that documents a historic event. Tell about what can be learned about the way of life in that period - clothing, transportation, warfare, architecture, ideals of beauty, etc.

Choose 10 paintings and classify them in at least 5 different ways - e.g., style (realistic, abstract, etc.), subject matter, media, artists' nationality, year painted, mood depicted, school (Impressionist, Cubist, etc.)

ART HERITAGE (historical/cultural)

The learner through STUDY and increasingly EXPANDED CONTACT with art works will:
- DIFFERENTIATE the MAJOR MEDIA used in visual arts
- VERBALIZE a personal response to the expressive quality of fine art: subject matter, color, positive/negative relationships, etc.
- RECOGNIZE MAJOR DIFFERENCES in STYLES OF ART such as impressionism, futurism, surrealism, pop art, op art, and be able to name representative artists
- IDENTIFY ART CAREERS, i.e., book illustrator, scientific illustrator, graphic artist, architect, cartoonist, industrial and commercial designer, craftsman, painter, sculptor, film maker

VALUE CONCEPT: Artists, like scientists, engineers, or musicians, are innovators and discoverers.

With a yardstick and a ball of yarn, make a "Timeline of Art," beginning with the Paleolithic cave paintings. With paper clips, attach postcard-size reproductions of "famous" art. What happens? Why?

AESTHETIC VALUING

The learner will:
- PRACTICE making THOUGHTFUL JUDGMENTS ABOUT ART AND THE AESTHETIC QUALITY OF ENVIRONMENT
- UNDERSTAND that ART CRITICISM is a means to develop a better understanding of art
- UNDERSTAND how MAN'S IDEAS changes within the context of time and space

Play "Match the Masters;" Display 5 or 6 reproductions and play a piece of good music on the phonograph; ask students to match the music with a painting and explain their choices -- mood, titles, historical period, nationality, etc.

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Achievement Expectations – Completion of Grade Eight

AESTHETIC PERCEPTION

By the end of the eighth grade, a student should be able to:

- Demonstrate through oral and written language, increased acuity in observation, recall and selection of visual impressions, objects, and areas in the environment;
- Translate heightened perception of the visual world into both oral and visual expression;
- Participate with ease and security in discussions about subtle visual attributes of objects found in nature and in the man-made world;
- Demonstrate expansion and refinement in awareness of the visual and tactile qualities found in art;
- Discriminate with increasing skill the variations in visual impact created by the deliberate use of the elements and principles of design.

CREATIVE EXPRESSION

By the end of the eighth grade, a student should be able to:

- Create in two- and three-dimensional art forms with appropriate knowledge of the media and processes involved;
- Utilize a variety of sources as inspiration and effectively solve open-ended problems involved in the the creation of original works of art;
- Resist stereotyped or imposed visual concepts by utilizing personal images and ideas when creating original works of art;
- Create two- and three-dimensional compositions which reflect heightened use of the elements and principles of design;
- Demonstrate ability to plan, execute and complete a unique work of art that exposes personal experiences, ideas, feelings.

ART HERITAGE (historical/cultural)

By the end of the eighth grade, a student should be able to:

- Differentiate among the art of several cultures and periods throughout the world;
- Provide examples of the role that art has had in the development of several selected cultures;
- Explain how major artistic styles developed out of specific periods and cultures;
- Give examples of the contributions of artists of various ethnic groups to American art and culture;
- Use and know resource materials on art history;
- Demonstrate understanding of similarities and differences as well as functions in society of various visual artists, such as painters, sculptors, craftsmen, architects, environmental designers, industrial designers, graphic designers, cartoonists, illustrators, photographers and filmmakers.

AESTHETIC VALUING

By the end of the eighth grade, a student should be able to:

- Demonstrate increased skill in constructive criticism utilizing rational bases for evaluation which reflect the nature and values of art;
- Use resource materials such as books, prints, periodicals, films and slides to support aesthetic judgments;
- Demonstrate an expanding range of vocabulary used in relation to visual art forms;
- Compare and describe works of art with respect to the materials and processes used to create them, i.e. their aesthetic meanings, sensory qualities, emotional impact, styles;
- Generate rational bases for making aesthetic decisions in relation to personal and community life and to the environment;
- Demonstrate an understanding of art for lifelong involvement, including the potential of art as a career or as an adjunct to a career in other fields;
- Recognize and discuss the impetus which creativity gives to human achievements including his/her personal expression and the expressions of others;
- Demonstrate awareness of the historical development of visual art forms in relation to social, political, and commercial purposes.

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